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| EDCI 704  Research Design and Methods Fall Start Cohort Program Semester 3 |  | Instructor:  E-Mail:  Phone:  Office:  Office Hours: |
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| Description This module supports candidates in their understanding of various research methodologies, principles of research design and dissemination, data collection, and data interpretation to improve teaching and learning. The module focuses on the principles of data-informed decision making, working through the process of continuous improvement in relation to teaching and learning.  Rationale  With the increasing focus on data-informed decision-making and continuous improvement, effective leaders help teachers collect, analyze, and reflect upon research and student data. Data-informed decision-making supports reducing achievement gaps, improving teacher quality and curriculum, and promoting communication among and between various stakeholders.  Goals  Module goals include deepening candidate understanding of:   * Research to improve teaching and learning * Data-collection to improve teaching and learning * Data analysis to improve teaching and learning * Principles of data-informed decision making * The process of continuous improvement in relation to teaching and learning  Objectives As a result of work in this module, candidates will:   1. Facilitate discussions and activities related to course goals 2. Participate in discussions and activities related to course goals 3. Report on the implementation of a project designed to improve stakeholder engagement (SEP Component C) 4. Finalizing plans (PE Component B) for program evaluation 5. Begin the process of curriculum design by using school and district level information and needs assessment data to inform unit design (CDP Component A)  Teacher Leader Model Standards The following Teacher Leader Model Standards are addressed through readings, coursework, and completion of the evidences: Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning  * 1a - Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change * 1b - Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning * 1c - Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning  Domain 2: Accessing and Using Research to Improve Practice and Student Learning  * 2a - Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning * 2b - Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning * 2c - Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues * 2d - Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning  Domain 3: Promoting Professional Learning for Continuous Improvement  * 3a - Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals * 3b - Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning * 3c - Facilitates professional learning among colleagues  Domain 4: Facilitating Improvements in Instruction and Student Learning  * 4a - Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture  Domain 5: Promoting the Use of Assessments and Data for School and District Improvement  * 5d - Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning   Domain 6: Improving Outreach and Collaboration with Families and Community   * 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community  Domain 7: Advocating for Student Learning and the Profession  * 7a - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning * 7b - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students * 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members * 7d - Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals * 7e - Represents and advocates for the profession in contexts outside of the classroom |  | Texts  * Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction and assessment.* Lanham, MD: Advanced Learning Press. * Balls, J., Eury, A. D., & King, J. (2011). *Rethink, rebuild, rebound (2d ed.).* Boston: Pearson. Include workbook. * Creswell, J. (2008). *Research design qualitative, quantitative, and mixed methods approaches (3d ed.*). Thousand Oakes, CA: Sage. * Fitzpatrick, J., Sanders, J., & Worthen, B. (2010). *Program evaluation alternative approaches and practical guidelines (4th ed.)*. New York: Prentice Hall. * Gall, M., Gall, P., & Borg, W. (2006). *Educational research: An introduction (8th ed.)*. NY: Allyn and Bacon.  Evidences Stakeholder Engagement Project (SEP)  Component C: Report and School and District Level Recommendations  Program Evaluation (PE)  Component B: Final Plan  Curriculum Design Project (CDP)  Component A: Plan with Strong Foundation |